DOCUMENT RESUME

ED 220 862 CS 207 196

AUTHOR Haugen, Nancy S., Ed.; And Others
TITLE A Guide to Writing Local History.
INSTITUTION Wisconsin Univ., Madison. Dept. of Curriculum and Instruction.
SPONS AGENCY National Endowment for the Humanities (NFAH), Washington, D.C.; Wisconsin Improvement Program, Madison.; Wisconsin Univ., Madison, Univ. Extension.
PUB DATE 81
NOTE 55p.; For related document see ED 177 599. Also sponsored by the Wisconsin Native American Teacher Corps.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Class Activities; Language Arts; *Local History; *School Community Relationship; Teaching Guides; *Teaching Methods; Writing (Composition); *Writing Instruction
IDENTIFIERS Wisconsin; Wisconsin Writing Project; Writing Projects

ABSTRACT

A product of the Wisconsin Writing Project, this guide for teachers is intended to offer a fresh focus for lesson plans, give students more responsibility for their own learning, provide direction for student involvement in the curriculum, and gain community support for the school, all by means of a project to study and write about local history. Following a presentation of the philosophy of and introduction to the project, the guide suggests routes to obtaining information and ways to plan the local history project. The next four sections outline how students can get information through interviewing and from official documents, other printed sources, and cultural artifacts. The following section explains how to get natural history information. The next two sections discuss the cooperative Children's Book Center (a special Wisconsin resource) and other suggested resources on Wisconsin history. Appendixes contain model release forms, a local history bibliography, and a list of the books about Wisconsin in the Cooperative Children's Book Center. The guide concludes with a general bibliography. (HTH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED220862

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

A GUIDE TO WRITING LOCAL HISTORY

Peggy Jewell
Betty Jones
Kathy Schneider

Edited by

Nancy S. Haugen
John M. Kean
Maribeth Mohan

WISCONSIN WRITING PROJECT 1981

University of Wisconsin-Madison

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Nancy S. Haugen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS207196

Table of Contents

		Page
I.	Preface	1
II.	Acknowledgements	1
III.	Philosophy	3
IV.	Introduction	4
V.	Plunging In	6
	Routes To Your Local History Project	7
VI.	Planning Your Project	8
VII.	Getting Information Through Interviewing	12
	Questionnaire on Ethnicity	14
	Questionnaire For Senior Citizens	16
VIII.	Getting Information From Official Documents	18
IX.	Getting Information From Other Printed Sources	20
X.	Getting Information From Material Culture Artifacts	22
XI.	Getting Natural History Information	24
XII.	A Special Wisconsin Resource The Cooperative Children's Book Center	25
XIII.	Suggested Resources On Wisconsin	28
XIV.	Appendix	
	A. Model Release Forms	30
	B. A Local History Bibliography	33
	C. The Wisconsin Exhibit. A Listing Of Books About Wisconsin In The Cooperative Children's Book Center	35
XV.	Bibliography	48

WISCONSIN WRITING PROJECT 1981

PROJECT DIRECTOR: John Kean, Professor
Department of Curriculum and Instruction
University of Wisconsin-Madison

PROJECT COORDINATORS: Nancy S. Haugen, Maribeth Mohan
Department of Curriculum and Instruction
University of Wisconsin-Madison

PROJECT SUPPORT STAFF: Donna L. Fisker, Guy Keshena, Peggy Scott

ADVISORY COMMITTEE

Nathan S. Blount, Professor
Chairperson, W. W. P.
UW-Madison

Bonnie Faust
Oregon School Dist.

Steven Fortney
Stoughton Public Schools

Phillip Helgesen, Dist. Adm.
Oregon Public Schools

Margaret Jensen
Madison Metro. School Dist.

Robert Kellner
Wisconsin Dept. Public Instr.

William T. Lenehan, Professor
UW-Madison

D. D. Mortimer, Dist. Adm
Columbus Public Schools

Walter S. Plaut, Professor
UW-Madison

Donald Hafeman, Sup't.
Madison Metro. School Dist.

Mary Lou Sharpee
Columbus Public Schools

Joyce E. Steward, Professor
UW-Madison

Carrol Theobald
James Madison Memorial H. S.

EX OFFICIO

Lewis Bosworth, Assoc. Dir.
Undergraduate Orientation
UW-Madison

Peter J. Burke, Exec. Sec.
Wisconsin Improvement Program
UW-Madison

Blair Matthews, Asst. to
Vice Chancellor
UW-Madison

I. Preface

This is the second Wisconsin Writing Project guide book to focus on field work techniques. In 1979, six teacher consultants of WWP produced A Guide to Using the Field Work Technique (Smelstor, 1979). This first guide is an excellent companion to A Guide to Writing Local History.

The first guide was written in such a way that the examples as well as the techniques would have broad applicability. But just as we have learned much about field work by examining the work of Wigginton and his students in the Appalachian Mountains of North Georgia in the Foxfire volumes (Wigginton, 1972-80), so this latest WWP guide perforce focuses on Wisconsin sources and places.

The Editors

II. Acknowledgements

A special thanks to the helpful staff of the Wisconsin State Historical Society in Madison and to Ginny Moore Kruse of the Wisconsin Children's Cooperative Book Center.

The Authors

A GUIDE TO

WRITING LOCAL HISTORY

"If this information is to be saved at all, for whatever reason, it must be saved now and the logical researchers are the grandchildren, not the university researchers from the outside."

Eliot Wigginton

Foxfire: Volume One

III. Philosophy

We share a belief that the most exquisite wildflower, the most distinct fossils, the liveliest octogenarian, the most memorable grandmother, the best apple pie, the most haunting folksong, the drollest tales, the most thought-provoking epitaphs... all these, and more... are close to home, just waiting to be discovered, talked with, tasted, admired, read...even imitated...yes, and cherished.

We share a conviction that helping children to discover the good in themselves and in their world is a worthy and rewarding goal for teachers and parents.

We share a responsibility to help our students to write, read, speak, listen, and think well; to work with, appreciate, and respect others; to have a sense of pride in their family, their school, and their community.

We share a hope that, in helping our students to reach out to the past, we are also enabling them to understand the present and move confidently into the future.

IV. Introduction

It's the end of the term, and what a wonderful year it has been! Teachers, students, and parents agree: things couldn't have been better. The teachers are pleased because their students have been so responsive; students are pleased because stimulating class work has made learning enjoyable; parents are pleased because student achievement gains have exceeded everyone's expectations. Now everyone is looking forward to a repeat performance, come next September.

Does this sanguine report describe <u>your</u> school and the people with whom you work? If so, you don't need this guide, but we would surely like to <u>hear</u> from you, to learn you secrets!

If, on the other hand you admit that things could be better in your school, you would probably be interested in a project that offers a fresh focus for lesson plans, a sure means to give students more responsiblity for their own learning, a direction for student involvement in the curriculum, and a method for gaining community support for your school. You <u>are</u> interested? Read on; we have such a project, and we have written this guide to share with you what we have learned.

We don't claim that the undertaking we describe here...a local history project... will be a panacea for everything that is wrong in our schools today. But we <u>do</u> claim that this project will infuse your students, your staff, and the members of your community with feelings of pride and satisfaction. Your students will gain a sense

of who they are and where they are going..lessons gained from studying the past in familiar surroundings.

Our emphasis in this guide book is on improving communication skills by providing stimulating experiences which students will want to communicate to others. Whether your students demonstrate, build, define, transcribe, or record, they will sense a need to use and improve their language skills as they achieve their goals and share their accomplishments. This is what we believe education is all about.

V. Plunging In

If you've read this far, you're probably serious about beginning a local history project. We haven't really talked about how to get started, but perhaps we can best explain by recalling events which led to our own district-wide undertaking.

At the beginning we perceived a need to perform miracles in our district in order to bring some school spirit to our student body and some sense of a common community among the citizens who live in our school district writing program...perferably by involving all teachers, not just those who taught writing. We outlined these needs in a proposal we wrote to the National Humanities Faculty. "We," at that time, were six teachers and a curriculum director.

Within four months we were notified that we had been chosen as grant recipients; then our work began in earnest. First we asked for and received permission from our school board to accept the grant. Next came several meetings at which we brainstormed, then planned how to set our ideas in motion.

More faculty members were drawn in as they expressed an interest in the project. All administrators were invited to attend a meeting at which our undertaking was explained. Finally, community members were invited to an organizational meeting at which we outlined our plans, asked for suggestions, and solicited support.

This planning has taken a year. We have firm commitments from several faculty members and even more community members to help get

this project launched. But more than this, we have already achieved some of our goals. By reaching out to the community, we have found wonderful, willing citizens who share our interest in doing the best things possible for and with our students.

ROUTES TO YOUR LOCAL HISTORY PROJECT

The routes to a local history project are many. Despite its title, this guide is not just for history teachers. Any teacher, of any subject, can take part in a local history project. Your own fertile imagination will quickly find the link between your established curriculum and this fresh approach to teaching.

We offer here some "tried and true" suggestions to get you started. But we know that any avenue of local history you choose to explore will lead you to activities which are unique...just right for you and your students. From interviews, from official records and other printed sources, from the material culture, and from the natural history of your area, your students will gain an understanding of your community--its land and its people.

Now that we've shared some background information with you, we'd like to offer some practical tips to use in planning your own local history project.

VI. Planning Your Project

1. Read at least the introductions to the six Foxfire books(Wigginton, 1972, 73, 75, 77, 79, 80). They offer limitless possibilities for involving middle and high school students in local history activities.

2. Read My Backyard History Book (Weitzman, 1975) for marvelous ways to get elementary children into the project.

3. Send a letter to each service organization, church, historical society affiliate, and non-public school in the area inviting them to send a representative to a meeting at which the proposed project will be explained.

4. At the meeting (#3 above) ask those present to brainstorm ideas for gaining community support and cooperation, ideas for a "product" which the kids could produce, suggestions for a community resources list, suggestions for ways to raise money for film, cassette tapes, books, field trip expenses, etc.

5. Ask each faculty and community member in your group to contact two or three people who have been suggested as resource people in order to get firm commitments from them. For example, are they willing to speak to groups of students, demonstrate a craft, share a collection, teach a skill? If so, what age group do they prefer to work with? Do they want to meet with large

numbers of students in an assembly or with smaller-than-classroom size groups? Make a master list containing all of this information.

6. Ask local and school district librarians for help in compiling lists of printed materials available as resources. Again, make master lists containing information from all sources.

7. Visit or write your state historical society and any local affiliates in your area. These groups share your interests in local history, and they will prove to be valuable sources of information on primary source materials, on historical site and historical museum visits, and on classroom history projects.

8. Visit your local government offices--town hall, county seat, village or city hall--to learn what kinds of records they have on file and the rules that govern the use of these records.

9. In order to assure good communication among all project participants, be sure that each school has at least one member on the project advisory committee.

10. Maintain a central file of all activities which have been used in your local history project.

11. Visit or call people in local business establishments which have been in existence for a long time. Perhaps they would be willing to let a student interview them; maybe they have a history to share.

12. Assemble lists of all the resources--people, materials, and sites in one loose-leaf reference handbook, along with suggestions for activities for students of all ages. The latter should not be

lesson plans, merely one-line starters.

13. Inform the press of your project; keep them informed of your progress.

14. Hold an inservice for teachers at which the project is explained in a non-threatening way. Make it clear that participation in the project is voluntary.

15. Continue to meet with community groups and act on their suggestions.

16. Begin the project in the classrooms. Arrange for faculty sharing so that everyone is aware of what works and what does not.

17. Send regular progress reports to your school board, to all administrators and staff, and to the community. These reports may be compiled from those submitted by the project member from each school who acts as a project reporter and resource person.

18. Early in the year, make plans for a culminating activity. If you want to produce a literary/art magazine, for example, plan carefully so that all project activities are represented in the final product.

19. Make plans for keeping the enthusiasm alive for the second and third years of the project. Add resource people and materials to your list so that you need not make subsequent project years merely a carbon copy of year one.

20. If profit-making projects are involved, you'll need a business

manager and a finance committee to manage the details and decide how to use the profits.

VII. Getting Information through Interviewing

The sources of much of your data will be the people in your community. Thus one of the most important pre-writing skills that you will need to teach your students is that of interviewing. Pre-interview activities should include practice in how to focus and develop questions to gain information, how to conduct an interview, how to transcribe an interview, how to make appointments, how to secure releases, and how to write a press release. You might find it particularly helpful to write a local newspaper person or a newsletter editor to work with you in training the children for the interviewing and writing tasks.

The following interview techniques list is a revised and expanded version of the one published in the earlier WWP Guide to Using the Fieldwork Technique to Teach Writing.

Interviews: From Start To Finish

1. Decide on a purpose for the interview.
2. Find out as much as possible about the subject before you go out on the interview.
3. Set up the interview in person. This allows the people to realize you are serious. Choose a person who might provide new or unusual information.
4. Prepare a list of questions prior to interview.
5. Ask questions naturally. Be familiar with your material.
6. Be attentive during interview. Try to avoid questions which have a yes/no answer. Focus on who, what, when, where, how questions.

7. Be sure of your equipment. Check the tape recorder or pen to make sure that it works!

8. Don't overwhelm the person with equipment in the first moments of the interview. Ease into the use of the recorder. If necessary, don't even start it up.

9. Bring a clipboard and paper on which to take notes. Make notes or diagrams of surroundings.

10. Ask permission to tape the interview and to take photos.

11. Don't stick to the notes. Use your own curiosity.

12. Let the person talk about what he/she wants.

13. Use publication release slips. These provide written permission for publication. See Appendix A for sample releases. Two different release forms are included: one for sound recordings and one for permission to take pictures or other written documents which an interviewer might provide.

14. Repay people with kindness for taking time to talk. Write a thank you letter promptly.

15. Write your report as soon as possible after the interview.

Note: Research shows that small groups of two or three do well in interview situations. This allows the tasks to be divided, so one can manage the tape recorder or take notes, someone can take photographs, and one leads the interview. However, everyone asks questions!

Two sample questionnaires are included in this guide. One focuses on an oral history project for ethnicity, the other for senior citizens. An additional example is included in the first WWP guide on fieldwork. Please remember that these are only examples. It is always best to make up your own questionnaire. This insures that you are getting the information you want. Our experience has shown that if the students are involved in making up the questions, they will be more "natural" when asking them in the interview. They will also find them easier to modify if their informants need clarification.

Questionnaire for an Oral History Project on Ethnicity

I. Name and Birth Information

A. Full name (Including maiden name if applicable.)

B. Origins of name (Find out about namesakes, meanings, customs or stories about the names.)

C. Date of birth

D. Place of birth

E. Stories regarding birth (Was a boy or girl child preferred? Did the parents have premonitions regarding the child's gender or fate?)

II Genealogy

A. Parent's names, birth dates, dates of death if not living, places; grandparents' names, dates, places
Memories of earlier ancestors?

B. Did your mother feel she belonged to a particular ethnic group? What and why? What did it mean to her? (Repeat questions for father.)

C. Did your mother feel that she was a part of a particular neighborhood, town, county? Club? Church? What was most important to her--one of these? Her ethnic group? Why? What did she do or say to indicate importance? (Repeat for father.)

III. Family

A. What do you recall about your family's life when you were a child?

B. Who lived together in the family?

C. What was the father's role? The mother's?

D. What were the children taught? Who taught them? Who disciplined them?

E. What do you recall about stories and entertainment in the family? What holidays did you celebrate? How? What about birthdays? Did you see other relatives? Which ones? On what occasions?

F. Have you kept in touch with your brothers and sisters?

G. What did you learn about work in your family? How?

H. What were the most notable things your family taught you? What did you learn in your family? What did you learn about your family?

IV. Immigration/Migration history

A. How did you come to live here?

B. Where did you live before that? And before that. . .?

C. Why did you move or stay here all through the years?

D. What do you know about your family's movements through the United States? What do you know about life in those places? What were the reasons for moves? Do you recall any stories about the moves or the places?

E. Do you know when your ancestors came to the U. S. A.? (Mother's side? Father's side?)

F. Did your ancestors intend to move permanently to the U. S. A.? Did they and their relatives all remain in the U. S. A.? Do you have relatives in____? Do you keep in touch with them? Elicit stories about moving back or about relatives who moved back

V. Occupation and work experience.

A. How did you get your jobs? How did you learn your skills? Did ethnic identity help or hinder you? Did you encounter prejudice? Did you take advantage of special opportunities?

B. Occupation and work experience of father, mother, grandparents.

C. Union experience of self, relatives, ancestors. Strikes?

VI. Notable events in your own or neighborhood?

VII. Politics

A. Are you affiliated with a political party? Has this changed over time?

B. Tell about your parent's affiliation? Changes.

C. Do you recall any political stories about members of your family?

VIII. Religion

IX. Social clubs, church clubs, mutual benefit societies, lodges, etc.

X. Sports, entertainment, community festivals, etc.

Questionnaire Used In Interviewing Senior Citizens

Adapted from Lemoyne History Club. Lemoyne, Pennsylvania.

Not all questions need be asked. Age may be a source of pride or of secrecy. Other questions may be substituted to fit the person being interviewed.

Name_____ Place of birth_____

Maiden name_____ Date of birth_____

Address_____

Father's name_____

Mother's name_____

Places of residence

1._____ Date_____

2._____ Date_____

3._____ Date_____

4._____ Date_____

Name of spouse_____

Names of children and grandchildren

1._____ 6._____

2._____ 7._____

3._____ 8._____

4._____ 9._____

5._____ 10._____

Did you come from a large family?___How many brothers, sisters, aunts, uncles, cousins lived with you?_____

What were your parents' occupations?_____

What were your occupations?_____

Have you traveled much?___If so, what experiences have you had?___

_____

How would you best summarize your life? (Poor, comfortable, well-off)
_____

What are your memories of the Depression?_____

How did it affect you?_____

What big events (accidents, weather, good times)are outstanding to you?
_____

If you had your choice, what period of time would you like to live over?
_____

Did you like this interview?___Would you like to have a longer interview to talk about your recollections?_____

VIII. Getting Information from Official Documents

Official documents are valuable sources of local history. From a study of old documents, students learn about kinds of records and why and where they are kept. They learn that not all official documents may be examined and/or copied, and they learn rules for documentation.

In order to view official documents, students must observe the rules for handling these primary sources. After viewing the documents, students should write thank-you letters to those who arranged for their visits.

Following is a list of records that may be consulted, where they may be located, and suggestions for their use.

Types of Official Documents and Their Suggested Sources

1. County Courthouse
   a. Titles
   b. Deeds
   c. Abstracts
   d. Birth and death records
   e. Probate records
   f. Marriage and divorce records
   g. Census data
2. Local government offices (city, town, or village hall)
3. Federal buildings

4. State offices

5. Churches

Suggested Uses of Document Information

1. Biography
2. Historical Fiction
3. Aspect of research paper
4. Graphs, charts, maps
5. Booklets

IX. Getting Information from Other Printed Sources

Other printed sources, such as diaries and private letters, can provide unique information about a particular person, period or event important to local history. Classroom preparation should include emphasis on primary source protection, the need for release forms, and editing procedures. Students may also require training in the handling of primary sources. Thank-you letters should again be stressed.

Following is a list of printed sources and some suggestions for their use.

Printed Sources

1. Newspapers
2. Magazines
3. Books
4. Letters
5. Diaries
6. Manuscripts
7. Old maps
8. Invoices
9. Catalogs
10. Theater programs

Suggested Uses

1. Statistics
2. Cost comparisons
3. Forms of entertainment
4. Portion of research paper

X. Getting Information from Material Culture Artifacts

Material culture, which includes buildings, clothing, jewelry, and crafts unique to an area, provides another source for the study of local history. Talk with your students about material culture in your area. Invite speakers to talk with students about particular aspects of material culture. Visit historical sites. Inform your students that release forms for permission to photograph or sketch must be obtained. Remind them that thank-you letters are also necessary.

Following are examples of material culture and how they may be used in the local history project. See Appendix A for examples of release forms.

Material Culture

1. Buildings
2. Crafts
3. Toys/games
4. Modes of transportation
5. Clothing
6. Household furnishings and utensils
7. Farm tools
8. Musical intruments

Suggested Uses

1. Reproductions of any of the above
2. How-to guides
3. Comparisons of past, present, and future uses
4. Photo essays

XI. Getting Natural History Information

Natural history is another source for the study of local history. Unique geographical features provide one topic. Flora and fauna provide another. Natural history may be explored by taking field trips. Students will need to know how to se appointments for trips, how to secure release forms as needed, how to gather samples, how to photograph, how to sketch, and how to write thank-you letters.

Following are some examples of natural history and their suggested uses.

Examples of Natural History

1. Plants
2. Rocks
3. Waterways
4. Soils
5. Animals

Suggested Uses

1. Before-and-after maps
2. Photo essays
3. Sketches
4. Reports
5. Guides

XII. A Special Wisconsin Resource . . . The Cooperative Children's Book Center

Sometimes in your state you will find a resource that is especially helpful when you are searching for material about local authors and publications about your area. In Wisconsin the Cooperative Children's Book Center and the Wisconsin State Historical Society are two such places. We have chosen to describe the CCBC because of its more unique role in aiding our project although the State Historical Society was equally helpful. We have included in Appendix C a copy of one of their bibliographies. We have also included a bibliography on local history, some volumes of which your local public library might have or that you might request that they purchase. (Your students' enthusiams will make the topic popular with the community).

The CCBC

The Cooperative Children's Book Center (CCBC) is a non-circulating children's book examination center and research library where individuals and groups may examine, read, and evaluate children's books. The Center serves adults: university students and faculty, teachers, librarians and others interested in children's literature, books, and reading through-out Wisconsin.

Cooperative Children's Book Center
4290 Helen C. White Hall
600 North Park Street
Madison, Wisconsin 53706
(608) 263-3720 Contact: Ginny Moore Kruse

Resources: To Use at the CCBC

Materials about Wisconsin authors and illustrators available for use at the Center include the following:

1. Information files on individual authors and illustrators who live or once lived in Wisconsin.

2. A collection of audiotaped interviews and presentations made by Wisconsin authors and illustrators.

3. Retrospective collections of children's trade books by Wisconsin authors and illustrators, and about Wisconsin or with a Wisconsin setting.

4. The "Wisconsin Connection," an exhibit of titles written or illustrated by Wisconsin authors and illustrators published in the previous year, is displayed annually during January and February.

5. The manuscript materials for the 1979 Newberry Award winning book, The Westing Game, given to the Center by its author and designer Ellen Raskin, a former Milwaukee resident, in May, 1978. (Persons interested in examining The Westing Game manuscript materials should contact the CCBC in advance.)

Resources: To Borrow From the CCBC

CCBC Traveling Exhibits and Program Resources are sets of materials related to children's literature which circulate to Wisconsin schools, libraries, and other educational programs and institutions. Materials may be used with children and adults to study children's literature, to enhance a curriculum unit, to augment community resources, or to develop special displays or programs. The following exhibits may be borrowed for a two week period by contacting the CCBC Program Resources Office:

1. The Art of Nancy Ekholm Burkert

2. The Ideas of Ellen Raskin Become Books

3. Carol Ryrie Brink

4. The Life and Times of Laura Ingalls Wilder

5. Wisconsin Authors and Illustrators

6. Marguerite Henry

RESOURCES: FOR YOUR FILES FROM THE CCBC

1. "Children's Books by Wisconsin Authors and Illustrators and Children's Books About Wisconsin: An Identification List of Titles" is an annually compiled list of titles by Wisconsin authors and illustrators and about Wisconsin, published in the previous year. An example of one of these is included in Appendix C.
2. "Readable Wisconsin for Children" is an annotated bibliography of selected and recommended children's books prepared each year by the CCBC and published annually in the March-April issue of Wisconsin Library Bulletin.
3. Copies of the identification lists compiled since 1973 and copies of "Readable Wisconsin for Children" published since 1977 are available upon request from the CCBC. A self-addressed, stamped envelope should accompany all requests.

XIII. Suggested Resources on Wisconsin

(not for entertainment only)... Warning: Ignoring this list of resources may be hazardous to your local history project.

American Heritage, "Steamboats on the Mississippi", 1962.

Colby, C. C., Early American Crafts, Coward/McCann, 1967.

Current, Richard, Wisconsin, A History, Norton, New York, 1977.

Dean, Jill, Wisconsin--A State for All Seasons, Wisconsin Trails, 1972.

Fassett, Norman, Spring Flora of Wisconsin, paper, University of Wisconsin, 1976.

Fisher, Leonard, Shoemakers, Watts, 1967.

Fradin, Dennis, Wisconsin in Words and Pictures, Chicago Press, Chicago, 1977.

Gard, Robert, My Land, My Home, My Wisconsin, Milwaukee Journal, 1978.

_____. Romance of Wisconsin Place Names, Milwaukee Journal, 1968.

Gibbon, David, Wisconsin--A Picture Book to Remember Her By, Cresent, New York, 1980.

Gromme, Owen, Birds of Wisconsin, University of Wisconsin Press, 1963.

Hofsinde, Robert, Indian Arts, Morrow, 1971.

Judson, Clara, The Mighty Soo, 500 Years at Sault Ste. Marie, Follett, New York, 1955.

Stoutenburgh, John, Dictionary of American Indians, Philosophical Library, New York, 1960.

Wells, Robert, Wisconsin in the Civil War, Milwaukee Journal, 1964.

XIV. Appendix

APPENDIX A

Model Release Forms

FIGURE 1: MODEL LEGAL AGREEMENT FORM

RELEASE OF RIGHTS IN SOUND RECORDINGS TO THE STATE HISTORICAL SOCIETY OF WISCONSIN

I, _____, hereby give, grant, assign
(Interviewee)
and transfer, forever, to the State Historical Society of Wisconsin, as a donation, all my rights, title and interest in and to the recorded conversations made by me and _____ on
(Interviewer
_____, and any written summaries or copies
(Day, Month, Year)
thereof and any documentation accompanying the recordings, for use by said State Historical Society in any lawful way including publication, except for the conditions specified below, if any:

_____
(Signature)

_____
(Street, Road, or Rural Route)

_____
(City) (State)

_____
(Date Signed)

Acceptance by State Historical Society of Wisconsin

_____
(SHSW Representative)

_____
(Date Accepted)

Copyright law recognizes that each person whose voice is recorded on the tape is a joint-owner of rights to that recording. Thus, the interviewer also should sign a legal agreement form, assigning his or her rights to the agency sponsoring the taping project or serving as the final repository for the interview materials.

In the early years of modern oral history, few people thought or worried about legal title to tape recordings. Today, however, the legal form is an essential part of the interview. Clear legal title to the information on the tape and to written summaries thereto will assure the final custodian of the material that the interviewee (and interviewer) understood fully the circumstances under which the discussion was held.

Most interviewees will accept the necessity for and conditions of a legal agreement form without hesitation. However, on very rare occasions an individual may wish to place restrictions on the recorded discussion for a specific period. In such instances, the restriction wording is entered in the space under the line,"except for the conditions specified below, if any:", on the model form. The most common condition is a restriction on use for a specified period. If, for example, an interviewee wanted to place a ten-year use restriction on an interview held on July 1, 1980, a clause would be included in the legal agreement form to that effect: "I desire that this interview be restricted for a period of ten years, terminating on June 30, 1990." The less complicated the language and condition of restrictions, the better. Any restrictions, of course, must be scrupulously honored by the project sponsor.

RELEASE OF LIABILITY

Know all men, I release the (State, County, Community, etc.) Historical Society from all liability of any nature in the use of any photographs and/or writing material in which_____ is/are the subject(s), or photograph(s) of property of which I am the owner; and this release shall be binding on my heirs, administrators, and assigns.

_____Date

_____Signature

APPENDIX B

A Local History Bibliography

STATE HISTORICAL SOCIETY OF WISCONSIN
816 State Street
Madison, Wisconsin 53706

1. American Association for State and Local History, Nashville. Technical Leaflets and Bulletins.

2. Beneath the Footnote, A Guide to the Use and Preservation of American Historical Sources by O. Lawrence Burnette, Jr. State Historical Society of Wisconsin, Madison, 1969.

3. Bicentennial USA by Robert G. Hartje. American Association for State and Local History, Nashville, 1973.

4. The Care of Historical Collections, A Conservation Handbook for the Nonspecialist by Per E. Guldbeck. American Association for State and Local History, Nashville, 1972.

5. The Cousin Jacks, the Cornish in America by A. L. Rowse. Scribner's, New York, 1969.

6. Diary of an Early American Boy by Eric Sloane. Ballentine, 1974.

7. The First American, A Story of North American Archaelogy by C. W. Ceram. Harcourt Brace, New York, 1971.

8. The Foxfire Book, Edited by Eliot Wigginton. Doubleday, New York, 1972. (Anchor Book) Foxfire 2, 1973. (1975, 77, 79, 80.)

9. Frontier Living by Edwin Tunis. World, 1961.

10. Fun with American History by E. and L. Churchill and E. Glair. Abingdon, New York, 1966.

11. Historic Houses of America Open to the Public, American Heritage Guide. American Heritage Publishing Co., New York, 1971.

12. Historic Models of Early America by C. J. McGinley. Harcourt, Brace New York, 1947.

13. The Human Side of American History edited by Richard Brown. Ginn, 1967.

14. Life is a Local Story, A Collection of Talks Concerning Local History, Historic Sites and History Museums, edited by Clement M. Silvestro. American Association for State and Local History, Nashville, 1964.

15. Local History, How to Gather It, Write It, and Publish It by Donald D. Parker. Social Science Research Council, New York, 1944.

16. The Making of an American Community, A Case Study of Democracy in a Frontier County by Merle Curti. Stanford University Press, 1959.

17. The Management of Small History Museums by Carl E. Guthe. American Association for State and Local History, Nashville, 1959.

18. A Museum of Early American Tools by Eric Sloane, Ballentine, 1973.

19. NYSHA Selective Reference Guide to Historic Preservation by Frederick L. Rath, Jr. and Merrilyn Rogers. New York State Historical Association, Cooperstown, New YOrk, 1966.

20. Old Glory--A Pictorial Report on the Grass Roots. History Movement and the First Hometown History Primer. Warner, 1973.

21. Old Things for Young People, A Guide to Antiques by Ann Cole. David McKay, New York, 1963.

22. Oral History for the Local Historical Society by Willa Baum. American Association for State and Local History, Nashville, 1971.

23. Reading the Landscape An Adventure in Ecology by May T. Watts. Macmillan, New York, 1957.

24. A Reverence for Wood by Eric Sloane. Ballentine, 1973.

25. St. Croix Trail County by William G. Purcell. University of Minnesota Press, 1967.

26. A Students' Guide to Localized History Series. Teaching History with Community Resources by Clifford L. Lord. State, river, city, nationality histories. Columbia Teachers College Press, New York, 1964 and on.

27. To Grandfather's House We Go, A Roadside Tour of American Homes by Harry Devlin. Parents' Magazine Press, New York, 1967.

28. Writing History by Sherman Kent. Appleton Century, New York, 1967.

APPENDIX C

Wisconsin Authors and Illustrators

The Wisconsin Exhibit is a collection of books about the state and by Wisconsin authors. The display of books about the state has been developed to include as wide a variety as possible. Because of its inclusiveness, this bibliography is not intended as a buying list. For first purchase, one might check standard selection aids such as Children's Catalog or Junior High School Library Catalog.

FICTION

Ames, Merlin. The Fork in the Trail. McKay, 1948. OP

Andrus, Vera. Black River: A Wisconsin Story. Little, 1967.

Archer, Marion Fuller. Keys for Signe. Whitman, 1965.

_____. Nine Lives of Moses on the Oregon Trail. Whitman, 1968.

_____. Sarah Jane. Whitman, 1972.

_____. There is a Happy Land. Whitman, 1963.

Barnouw, Victor. Dream of the Blue Heron: A Novel. Delacorte, 1966.

Brent, Stuart. Mr. Toast and the Wooly Mammoth. Viking, 1966.

Reprinted with permission of Ginny Moore Kruse, Director, Cooperative Children's Book Center. The CCBC houses a non-circulating examination collection of children's books. It is jointly funded by the School of Education and Library School, University of Wisconsin and the Division of Library Services of the Wisconsin Department of Public Instruction.

_____. The Strange Disappearance of Mr. Toast. Viking, 1964.

Brink, Carol Ryrie. Caddie Woodlawn: A Frontier Story. Macmillan, 1935.

_____. Magical Melons. Macmillan, 1944.

_____. Winter Cottage. Macmillan, 1968.

Burchard, Peter. JED: The Story of a Yankee Soldier and a Southern Boy. Coward-McCann, 1960.

Butler, Beverly. Captive Thunder. Dodd, 1969.

_____. Feather in the Wind. Dodd, 1965. OP

_____. Light a Single Candle. Dodd, 1962.

_____. Song of the Voyageur. Dodd. 1955.

Campbell, Sam. Fiddlesticks and Freckles. Bobbs, 1955. OP

_____. How's Inky? Bobbs, 1943. OP

_____. Loony Coon. Bobbs, 1954. OP

_____. On Wings of Cheer. Bobbs, 1948. OP

_____. A Tippy Canoe and Canada Too. Bobbs, 1946. OP

_____. Too Much Salt and Pepper. Bobbs, 1944. OP

Coggins, Roland. Dear Tales of Cloverland. Vantage. 1968.

Conrader, Constance. Blue Wampum. Duell, 1958. OP

Davis, Bette J. Freedom Eagle. Lothrop, 1972.

Derleth, August. The Beast in Holger's Woods. Crowell, 1968.

_____. Bright Journey. Arkham, 1940.

_____. The Country of the Hawk. Duell, 1952. OP

_____. The House by the River. Duell, 1965. OP

_____. The Mill Creek Irregulars. Duell, 1959. OP

_____. The Moon Tenders. Duell, 1958. OP

_____. The Pinkertons Ride Again. Duell, 1960.

_____. The Prince Goes West. Meredith, 1968.

_____. The Watcher on the Heights. Duell, 1966. OP

Eckert, Allan W. The Crossbreed. Little, 1968.

_____. Wild Season. Little, 1967.

Ellis, Mel. Flight of the White Wolf. Holt, 1970.

_____. Run, Rabbit, Run. Holt. 1967.

_____. Sad Song of the Coyote. Holt, 1967.

Emerson, Donald. Court Decision. McKay, 1967.

_____. Span Across the River. McKay, 1966.

Enright, Elizabeth. Thimble Summer. Holt, 1938.

Erickson, Phoebe. Black Penny. Knopf, 1951.

Erwin, Betty K. Where's Aggie? Little, 1967.

Ets, Marie Hall. Mister Penny's Circus. Viking, 1961.

Eunson, Dale. The Day They Gave Babies Away. Farrar, 1970.

Falk, Elsa. Shoes for Matt. Follett, 1960. OP

Ferris, Elmer E. Jerry at the Academy. Doubleday, 1940. OP

_____. Jerry Foster, Salesman. Doubleday, 1942. OP

_____. Jerry of Seven Mile Creek. Doubleday, 1938. OP

Graves, Charles P. John Muir. Crowell, 1973.

Havighurst, Walter and Margaret. Song of the Pines: A Story of Norwegian Lumbering in Wisconsin. Holt, 1949.

Hemschemeyer, Judith. Trudie and the Milch Cow. Random, 1967.

Hill, Marjorie Yourd. Look for the Stars. Crowell, 1956. OP

Holberg, Ruth and Richard. Mitty and Mr. Syrup. Doubleday, 1935.OP

_____. Mitty on Mr. Syrup's Farm. Doubleday, 1936. OP

Hunt, Mabel Leigh. Cupola House. Lippincott, 1961. OP

Jackson, Jacqueline. Paleface Red Skins. Little, 1958.

Jordan, Hope Dahle. Haunted Summer. Lothrop, 1962.

_____. Take Me to My Friend. Lothrop, 1962. OP

_____. Talk About the Tarchers. Lothrop, 1968.

Kimball, Gwen. The Puzzle of the Lost Dauphin. Duell, 1964. OP

Kjelgaard, Jim. The Spell of the White Sturgeon. Dodd, 1953. OP

Kohler, Julily H. Friend to All. Alladin, 1954. OP

_____. Razzberry Jamboree. Crowell, 1957. OP

Marine, Shirley. Miss Miranda: Episodes in the Life of a Doll. Milwaukee: Shirley Marine, 1971.

Maxwell, William. The Heavenly Tenants. Harper, 1946. OP

McGivern, Maureen Daly. Seventeenth Summer. Dodd, 1948.

Meigs, Cornelia. Swift Rivers. Little, 1932. OP

North, Sterling. Little Rascal. Dutton, 1965.

_____. The Wolfling: A Documentary Novel of the 1870's. Dutton, 1969.

Obermeyer, Marion B. Listening Post. McKay, 1957. OP

Parkinson, Ethelyn. Higgins of the Railroad Museum. Abingdon, 1970.

Reely, Mary Katherine. The Blue Mittens. McKay, 1957. OP

_____. Seatmates. Hale, 1949. OP

Reynolds, Barbara Leonard. Pepper. Scribner, 1952.

Rietveld, Jane. ABC Molly. Norton, 1966.

_____. Nicky's Bugle. Viking, 1947.

_____. Rocky Point Campers. Viking, 1950. OP

Risteen, H. L. Black Hawk's Warpath. Cupples & Leon, 1950. OP

_____. Chippeway Captive. Cupples & Leon, 1948. OP

_____. Indian Silver. Cupples & Leon, 1948. OP

_____. Tomahawk Trail. Cupples & Leon, 1948. OP

Sankey, Alice. Basketballs for Breakfast. Whitman, 1963.

Scacheri, Marion and Mabel. Winnebago Boy. Hale, 1937. OP

Schemberger, Irene N. Tom's Big Strike. Follett, 1959. OP

Sherwan, Earl. Bruno, The Bear of Split Rock Island. Norton, 1966.

_____. Mask, the Door County Coon. Norton, 1963.

Smith, Fredricka S. The Sound of Axes. Rand, 1965. OP

Smucker, Barbara C. Wigwam in the City. Cutton, 1966.

Stury, Cecile Houghton. The Velvet Box. Harlo Press, 1964. OP

Wheeler Opal. The Miracle Dish. Dutton, 1957.

Wilder, Laura Ingalls. Little House in the Big Woods. Harper, 1953.

FOLKLORE

Blair, Walter. Tall Tale America. Coward-McCann, 1944.

Botkin, Benjamin. A Treasury of American Folklore. Crown, 1944.

Brown, Dorothy Moulding. The Fighting Finches. Available from Author. Box 367, Madison, Wisconsin. n.d. OP

_____. Gifts of the Great Spirit: Indian Legends. Available from Author. Box 367, Madison, Wisconsin. n.d. OP

_____. Indian Legends of Historic and Scenic Wisconsin. Available from Author. Box 367, Madison, Wisconsin. n.d. OP

_____. What Say You of Paul? Available from Author. Box 367, Madison, Wisconsin n.d. OP

_____. Wisconsin Indian Place-Name Legends. Available from Author. Box 367, Madison, Wisconsin. N.d. OP

Carmer, Carl. America Sings: Stories and Songs of Our Country's Growing. Knopf, 1942.

Davis, Susan B. Wisconsin Lore for Boys and Girls. Hale, 1931. OP

Emberley, Barbara and Ed. The Story of Paul Bunyan. Prentice-Hall, 1963.

Felton, Harold, ed. The Legends of Paul Bunyan. Knopf, 1955.

Fenner, Phyllis Reid, ed. Time to Laugh: Funny Stories from Here to There. Knopf, 1942.

Field, Rachel Lyman. American Folk and Fairy Tales. Scribner, 1929.

Gard, Robert E. and L.G. Sorden, eds. Wisconsin Lore: Antics and Anecdotes of Wisconsin People and Places. Duell, 1962.

Gridley, Mariona E. Indian Legends of American Scenes. Donahue, 1939.

Leach, Maria. The Rainbow Book of American Folk Tales and Legends. World, 1958.

McCormick, Dell J. Paul Bunyan Swings His Axe. Caxton, 1956.

_____. Tall Timber Tales: More Paul Bunyan Stories. Caxton, 1939.

Malcolmson, Anne. Yankee Doodle's Cousins. Houghton, 1941.

Mother Goose. Illus. By Frederick Richardson. M.A. Donahue, 1971.

Rees, Ennis. The Song of Paul Bunyan and Tony Beaver. Pantheon, 1964.

Rounds, Glen. Ol' Paul, the Mighty Logger. Holiday, 1936.

Shapiro, Irwin. Tall Tales of America. Guild Press, 1958. OP

Shephard, Esther. Paul Bunyan. Harcourt, 1952.

Stevens, James. Paul Bunyan. Knopf, c1925,1962.

Turney, Ida Virginia. Paul Bunyan, the Work Giant. Binfords, 1941.

Wadsworth, Wallace. Paul Bunyan and His Great Blue Ox. Doubleday, 1926.

NON-FICTION

Bailey, Bernadine. Picture Book of Wisconsin. Whitman, 1964.

Biever, John. Young Sports Photographer with the Green Bay Packers. Norton, 1969.

Bleeker, Sonia. Chippewa Indians. Morow, 1955.

Bowman, Francis F. Why Wisconsin. F. F. Bowman, 1948. OP

Burt, Olive. The Ringling Brothers: Circus Boys. Bobbs, 1958.

Butterfield, Marguerite and Dorothy Lathrop Brown. Little Wind. Lyons and Carnahan, 1963. OP

Carpenter, Allan. Wisconsin: From Its Glorious Past to the Present. Childrens Press, 1964. OP

Carse, Robert. The Great Lakes Story. Norton, 1968.

Christie, Trevor L. Recapturing America's Past. Lippincott, 1967.

Clark, James I. Men of Wisconsin. State Historical Society of Wisconsin, 1957.

Cone, Molly. The Ringling Brothers. Crowell, 1971.

Davis, Susan Burdick. Wisconsin Lore for Boys and Girls. Hale, 1931. OP

Dean, Jill and Susan Smith eds. Wisconsin: A State for All Seasons. Wisconsin Tales and Trails, 1972.

Derleth, August. Father Marquette and the Great River. Farrar, 1955. OP

_____. Wisconsin. Coward-McCann, 1967.

Dunn, James Taylor. The St. Croix: Midwest Border River. Holt, 1965.

Durand, Loyal, Jr. and Leavelva M. Bradbury. Home Regions of Wisconsin: A Geography of the State. Macmillan, 1933. OP

Finley, Robert W. Geography of Wisconsin. College Printing and Typing Co., 1965.

Fols [illegible], Franklin. America's Ancient Treasures. Rand McNally, 1971.

Fox, Genevieve. Army Surgeon. Little, 1944. OP

Gara, Larry. A Short History of Wisconsin. State Historical Society of Wisconsin, 1962.

Georgiady, Nicholas and Romano, Louis. Wisconsin Historical Sights. Franklin Publishers. n.d.

_____. Wisconsin Men. Franklin Publishers. n.d.

_____. Wisconsin Women. Franklin Publishers. n.d.

_____. Wisconsin's First Settlers--The Indians. Franklin Publishers, n.d.

Glubok, Shirley. The Art of the North American Indian. Harper, 1964.

Goetz, Delia. State Capitol Cities. Morrow, 1971.

Grossman, Adrienne and Valerie Beardwood. Trails of His Own: The Story of John Muir and His Fight to Save Our National Parks. McKay, 1961.

Gurko, Miriam. Indian America: The Black Hawk War. Crowell, 1970.

Hall, Gordon Langley. Vinnie Ream: The Story of the Girl Who Sculptured Lincoln. Holt, 1963.

Hatcher, Harlan. Pictorial History of the Great Lakes. Crown, 1964. OP

Henderson, Margaret G., Ethel D. Speerschneider and Helen L. Persley. It Happened Here. State Historical Society of Wisconsin, 1949.

Holbrook, Bertha A. The ABC of Wisconsin. King, 1939. OP

Holling, Holling Clancy. Paddle to the Sea. Houghton, 1941.

_____. Minn of the Mississippi. Houghton, 1951.

Hollmann, Clide. Pontiac, King of the Great Lakes. Hastings, 1968.

Holmes, Fred L. Side Roads: Excursions into Wisconsin's Past. State Historical Society of Wisconsin, 1949.

Holznecht, Richard, comp. Wisconsin Almanac and Government Guide--1964. Madison: The Republican Party, 1964.

Hutchinson, Frances Kinsley. Our Country Home. McClurg, 1907. OP

Jackson, Hartley H. Mammals of Wisconsin. University of Wisconsin Press, 1961.

Jacobs, Herbert. Frank Lloyd Wright: America's Greatest Architect. Harcourt, 1965.

Kjelgaard, Jim. The Explorations of Pere Marquette. Random, 1951.

Knopf, Mildred. Around America: A Cookbook for Young People. Knopf, 1969.

Kubiak, William J. Great Lakes Indians: A Pictorial Guide. Baker Book House, 1970.

Lawson, Marion. Proud Warrior: The Story of Black Hawk. Hawthorn, 1968.

_____. Solomon Juneau, Voyageur. Crowell, 1960. OP

Leavitt, Jerome E. America and Its Indians. Childrens Press, 1962.

Lent, Henry B. Men at Work in the Great Lakes States. Putman, 1956.

Liers, Emil. A Beaver's Story. Viking, 1958.

_____. A Black Bear's Story. Viking, 1962.

_____. An Otter's Story. Viking, 1953.

Liffering, Joan. Dee and Curtis on a Dairy Farm. Follett, 1957. OP

McLaughlin, Robert. The Heartland: Illinois, Indiana, Michigan, Ohio, and Wisconsin. Time-Life, 1967.

McNeer, May and Lynn Ward. The American Indian Story. Farrar, 1963.

Mason, Miriam E. Frances Willard: Girl Crusader. Bobbs, 1961.

Maule, Tex. Bart Starr: Professional Quarterback. Watts, 1973.

Meredith, Robert and E. Brooks Smith. Exploring the Great River; Voyagers on the Mississippi from De Soto to La Salle. Little, 1969.

Muir, John. Story of My Boyhood and Youth. University of Wisconsin Press, 1965.

Norman, Charles. John Muir: Father of Our National Parks. Messner, 1957.

North, Henry R. And Alden Hatch. Circus Kings: Our Ringling Family Story. Doubleday, 1960. OP

North, Sterling. Rascal, A Memoir of a Better Era. Dutton, 1963.

Patterson, Lillie. Lumberjacks of the North Woods. Garrard, 1967.

Peterson, Rex. Geography of Wisconsin. College Printing & Typing Co., 1965.

Platt, Doris, ed. Wisconsin Reader. University of Wisconsin Press, 1960.

Rich, Louise. The First Book of Lumbering. Watts, 1967.

Richards, Kenneth. Frank Lloyd Wright. Childrens Press, 1968.

Rogers, W. G. Carl Sandburg, Yes: Poet, Historian, Novelist, Songster. Harcourt, 1970.

Romano, Louis G. Exploring Wisconsin. Follett, 1957. OP

Romano, Louis G. and Nicholas P. Georgiady. Wisconsin Historical Sights. Franklin, n.d.

_____. Wisconsin Men. Franklin, n.d.

_____. Wisconsin Women. Franklin, n.d.

_____. Wisconsin's First Settlers-The Indians. Franklin, n.d.

Rutter, Russell J. The World of the Wolf. Lippincott, 1968.

Sanford, Paul. Sioux Arrows and Bullets. Naylor, 1969.

Schultz, Gwen. Glaciers and the Ice Age. Holt, 1963.

Smith, Carrie J. The Making of Wisconsin. Eau Claire Book and Stationery Co., c1927. OP

State of Wisconsin. Blue Book. Legislative Reference Library, 1964. 1966. 1968.

State of Wisconsin. Forty Second Biennial Report. Dept. of Public Instruction, 1963-65.

State of Wisconsin. Teaching the English Language in Wisconsin. Prepared by Wisconsin teachers under English-Language Arts Curriculum Project, 1961.

_____. Handbook on Wisconsin Indians. Governor's Commission on Human Rights, 1966.

_____. A Map Story of Wisconsin's Economy. Division of State Economic Development, 1967.

_____. Natural Resources of Wisconsin. (Reprint of the Main Article of the 1964 Wisconsin Blue Book.)

_____. The Wisconsin Book. Wisconsin Legislative Reference Bureau. Document Sales. 1967. 1969.

_____. Wisconsin...Facts for Industry. Department of Resource Development, 1964.

Stoutenburg, Adrien. Tigers, Trainers, and Dancing Whales: Wild Animals of the Circus Zoo and Screen. By Lace Kendall. Macrae Smith, 1968.

Tutt, Clara L. Badger Tales. Lyons and Carnahan, 1955. OP

_____. Carl Schurz, Patriot. State Historical Society of Wisconsin, 1960.

What Are You and Me Gonna Do? Children's Letters to Senator Gaylord Nelson About the Environment. Ballantine, 1971.

Whitehouse, Arch. Billy Mitchell, America's Eagle of Air Power. Putnam, 1962. OP

Wisconsin Taxpayers Alliance. The Framework of Your Wisconsin Government. Fifth Edition, 1966.

_____. Handbook for Use with the Framework of Your Wisconsin Government. 5th ed. 1966.

Wood, Francis E. Lakes, Hills, and Prairies: The Middlewestern States. Childrens Press, 1962.

Wright, Olgivanna. Frank Lloyd Wright. Horizon, 1966.

Young, Patrick. Old Abe: The Eagle Hero. Prentice-Hall, 1965.

PAMPHLETS

Clarke, James I. Chronicles of Wisconsin. State Historical Society of Wisconsin, 1955-56.

Dinolt, Andrea. Wisconsin Architecture. Junior Historian Advisor Handbook. State Historical Society of Wisconsin, 1968.

Douglass, John M. The Indians in Wisconsin's History. Milwaukee Public Museum, 1954.

Fox, Charles. The Circus Comes to Town. Circus World Museum, 1963.

Indians of the Great Lakes Area. U. S. Dept. of the Interior. Bureau of Indian Affairs. Washington, D. C., Government Printing Office, 1967.

League of Women Voter's of Wisconsin. Know Your State, Wisconsin. 1969.

Raymore, Donald K. Wisconsin Rivers and Lakes: Workhorses for Power, for Transport, for Pleasure. Milwaukee, Wisconsin Advertising Service, 1966.

Ritzenthaler, Robert. Effigy Mound Builders in Wisconsin. Milwaukee Public Museum, 1963.

_____. Indian Cradles. Milwaukee Public Museum. n.d.

_____. Prehistoric Indians of Wisconsin. Milwaukee Public Museum, 1967.

Russell, John M., ed. Caddie Woodlawn, A Pioneer Girl on Wisconsin's Frontier. Dunn County Historical Society, 1970.

Sorden, Leland George. Logger's Words of Yesteryears. L. G. Sorden, 1956.

State Historical Society of Wisconsin. Badger History. Teacher Bibliography. 1967, 1969.

_____. Edward P. Allis, Pioneer Industrialist. 1958.

_____. Guide to Educational Materials, Audio-Visual Aids, Pamphlets, Periodicals and Books in Special Fields. (Current ed.)

_____. A Guide to Theses on Wisconsin Subjects. 1964.

_____. Henry Dodge, Frontiersman. 1957.

_____. Official Historical Markers of Wisconsin. 1965.

Wisconsin Library Commission. Readable Wisconsin, Selected Readings for Wisconsinites. 1965.

Young, Patrick. Old Abe: The Eagle Hero. Prentice-Hall, 1965.

PERIODICALS

Badger History. The State Historical Society of Wisconsin. Published four times during school year, as resource units.

Wisconsin Tales. Wisconsin Tales and Trails, Inc. Published quarterly.

BACKGROUND MATERIAL FOR TEACHERS

Austin, H. Russell. The Wisconsin Story: The Building of a Vanguard State. The Milwaukee Journal, 1964.

Eckert, Allan W. Wild Season. Little, 1967. OP

Gard, Robert E. and L. G. Sorden. The Romance of Wisconsin Place Names. October House, 1968.

Gates, Paul W. The Wisconsin Pine Lands of Cornell University. State Historical Society of Wisconsin, 1965.

Jackson, Hartley. Mammals of Wisconsin. University of Wisconsin Press, 1961.

Jacobs, Herbert. Frank Lloyd Wright: America's Greatest Architect. Harcourt, 1965.

Leopold, Aldo. A Sand County Almanac and Sketches Here and There. Oxford University Press, 1949.

State Historical Society of Wisconsin. An American Epic, The Journals of Captain Meriwether Lewis and Sergeant John Ordway. 1965.

_____. A Merry Briton in Pioneer Wisconsin. 1950.

Still, Bayrd. Milwaukee: The History of a City. State Historical Society of Wisconsin, 1948.

Whyte, Bertha Kitchell. Wisconsin Heritage. Charles T. Branford, 1961.

Wisconsin. University Extension. Bureau of Audio-Visual Instruction. Study guides for the motion picture, including the following: Wisconsin History: Pre-Statehood, Wisconsin Physical Geography, Wisconsin's People: Immigration and National Origins, Wisconsin's State Capitol.

A folder is kept on Wisconsin authors which contains clippings and biographical material.

* * *

Additional Supplements to this Bibliography are available from the CCBC, 4290 Helen C. White Library, University of Wisconsin, Madison, WI 53706. Include a self addressed, stamped envelop when requesting Bibliographies.

Wisconsin Authors and Illustrators, Books by (Ellen Ryan and Mary Jo Cleaver, 1980 Supplement), 5 pages. An Identification List.

Wisconsin Authors and Illustrators, Books by (Ceri Natalie, 1979 Supplement), 3 pages. An Identification List.

Wisconsin Authors and Illustrators, Books by (Barbara Holme Wilson, 1978), 3 pages. An Identification List.

Wisconsin Authors and Illustrators, Books by (Sally Helgeson, 1977 Supplement), 3 pages. An Identification List.

Wisconsin Authors and Illustrators, Books by (Sally Helgeson, 1974-76 Supplement), 5 pages. An Identification List.

Wisconsin Authors and Illustrators, Books by (Mary Carr, 1973) 5 pages. An Identification List.

Wisconsin Exhibit (Sally Helgeson, 1974-76 Supplement), 1 page. An Identification List of Books about Wisconsin.

Wisconsin Exhibit (Mary Carr, 1973), 7 pages. An Identification List of Books about Wisconsin.

Wisconsin Writers of Historical Importance (Mary Carr and Francha Barnard, 1976), 4 pages.

XV. Bibliography

Kynig and Marty. Your Family History. Arlington Heights: AHM Publishing Corporation, 1973.

Leavitt, Hart Day and Sohn, David A. Stop, Look and Write! New York: Bantam Pathfinder Editions, 1968.

Qualey, Carleton C. Immigration History Newsletter. Minnesota Historical Society, 690 Cedar Street, St. Paul, Minnesota.

Sitton, Thad. "Bridging the School-Community Gap: The Lessons of Foxfire", Educational Leadership. December 1980, pp.248-250.

Smelstor, Marjorie, ed. A Guide to Using the Field Work Technique to Teach Writing. Madison, Wisconsin: Wisconsin Writing Project, 1979.

Stratton, Joanna L. Pioneer Women, Voices from the Kansas Frontier. New York: Simon and Schuster, 1981.

Terkel, Studs. Hard Times An Oral History of the Great Depression. New York: Pantheon Books / Random House, 1974.

Thernstrom, S. Harvard Encyclopedia of American Ethnic Groups. Belknap Press of Harvard University, 1980.

Wallechinsky, David and Wallace, Irving. The People's Almanac. Garden City, New York: Doubleday and Co., Inc., pp. 717-723, 1438-1446.

Weitzman, David. My Backyard History Book. Boston: Little, Brown and Co., 1975.

Wigginton, Eliot. Foxfire, Volumes 1-6, Garden City: Anchor Press/ Doubleday, 1972, 73, 75, 77, 79, 80.

Wigginton, Eliot. "Using Community Experiences as a Teaching Tool", The Education Digest. April, 1980, pp. 28-31.

The Wisconsin Writing Project is an effort by school teachers, college faculty, and curriculum specialists to improve the teaching of writing at all levels of education. The Project is funded by the University of Wisconsin-Madison, the University of Wisconsin Extension, the Wisconsin Improvement Program, the Wisconsin Native American Teacher Corps, and the National Endowment for the Humanities (through the University of California, Berkeley). The views expressed in this guide do not necessarily represent the views of the above named organizations.

Individuals desiring information concerning the Wisconsin Writing Project should write to:

Wisconsin Writing Project
Teacher Education Building
University of Wisconsin
225 North Mills Street
Madison, Wisconsin 53706
(608)263-4614

1200-3A2T002-81

Kathleen Schneider
Kettle Moraine High School
Wales

Joan Shaw
Woodworth Jr. High School
Fond du Lac

William Shaw
Woodworth Jr. High School
Fond du Lac

Estela Valdez
Park Elementary School
Cross Plains

Carole Vincent
E. G. Kromrey School
Middleton

Wisconsin Writing Project Participants

Summer 1981

Marlene Anklam
Edgerton Elementary Schools

Sue Batt
Waterloo Schools

Nancy Bicha-Dale
University Lake School
Hartland

Jan Bonsett-Veal
Deerfield Middle/High School

Nancy Booth
Deerfield Elementary School

Vaughn Paul Bossell
Menominee School District
Keshena

Coleen Burns
Wilton Elementary School

Linda Christensen
Verona High School

Jeffrey D. Conn
Homestead High School
Mequon

Larry Ehrhorn
Wisconsin Heights High School
Mazomanie

Lori Hamann
Jefferson Middle School
Madison

Diane Hein
Orchard Ridge Elementary
Madison

Peggy Jewell
Kettle Moraine High School
Wales

Elizabeth M. Jones
Dousman Elementary School

Paula Laundrie
Waterloo Elementary

Cindy Lewis
Windsor Elementary School

Beverly Martin
Keshena Elementary School

Jackie Martindale
Lodi High School

Fran Mc Guire
Middleton High School

Susan McKamey
Neopit Elementary School

Brian Moushey
Deerfield Middle School

Penny Parsons
Wisconsin Heights High School
Mazomanie

Susan Perry
Lincoln Elementary School
Madison

Michael Scheer
Sabish Jr. High School
Fond du Lac